



St Dunstan's Catholic School

Behaviour and Discipline Policy 2026-2028

Agreed: September 2026 | Review: September 2028

1. Aims and Catholic ethos

It is a primary aim of St Dunstan's Catholic School that every member of the school community feels valued, respected and safe. We are a caring community whose values are built on mutual trust, forgiveness, dignity and respect for all. Our behaviour approach is rooted in the Gospel and supports our vision: Our aim is to create a loving community through which Christ's message flourishes. Within this, we strive for the fulfilment of each person's academic potential and the realisation of their unique God-given gifts through learning and self-regulation.

This policy aims to:

- create a calm, safe and supportive environment in which all pupils can learn and flourish;
- establish high expectations and a consistent whole-school approach to behaviour;
- teach pupils the routines, habits and values that support positive behaviour and self-regulation;
- recognise and reinforce positive behaviour;
- respond to misbehaviour fairly, proportionately and consistently, while considering individual circumstances;
- prevent bullying, discrimination, harassment and child-on-child abuse;
- work in partnership with parents and carers;
- to provide additional support and reasonable adjustments where pupils have special educational needs and/or disabilities (SEND).

2. Values and expectations

As a Catholic school we seek to follow the teachings of the Gospel revealed through the Church. Pupils are encouraged to be grateful and generous; attentive and discerning; compassionate and loving; faith-filled and hopeful; eloquent and truthful; learned and wise; curious and active; and intentional and prophetic.

We also promote respect for democracy, the rule of law, individual liberty, and mutual respect and tolerance of people with different faiths and beliefs. Every child and adult is treated with dignity and without discrimination.

Our core behaviour expectations are simple: pupils should be ready to learn, respectful to others and safe in their choices. These expectations apply in classrooms, around school, at break and lunchtimes, on educational visits and, where appropriate, to behaviour outside school and online.

3. Legislation and guidance

This policy has been reviewed with regard to current Department for Education guidance and relevant legislation, including:

- Behaviour in Schools: advice for headteachers and school staff (February 2024);
- Keeping Children Safe in Education 2026;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026);
- Searching, Screening and Confiscation: guidance for schools;
- Restrictive interventions, including use of reasonable force, in schools (April 2026), including the statutory recording and reporting requirements;
- Equality Act 2010;
- Children and Families Act 2014 and the SEND Code of Practice;
- Education and Inspections Act 2006, including the duties and powers relating to school behaviour.

This policy should be read alongside the school safeguarding and child protection, anti-bullying, SEND, attendance, complaints and online safety policies.

4. School behaviour curriculum

Good behaviour is taught, modelled, practised and reinforced. Staff explicitly teach pupils what the school expectations look like in different contexts and revisit them when necessary. Consistent routines support pupils to understand what is expected of them.

The school's Behaviour for Learning expectations are explicitly taught through the virtues of being **Compassionate, Truthful and Active**. These expectations are displayed throughout the school and provide a shared language for pupils, staff and families. Pupils are taught what these virtues look like in practice and how they support positive relationships, responsible choices and successful learning. The school's Behaviour Pathway provides a consistent framework for responding to behaviour and helping pupils reflect, repair, restore and learn.

- Adults model calm, respectful and courteous behaviour.
- Expectations and routines are explained and demonstrated rather than assumed.
- Positive behaviour is noticed and reinforced.
- Pupils are supported to reflect, repair relationships and make better choices following incidents.
- Expectations are adapted and taught in an accessible way where a pupil has additional needs.

5. Rewards and recognition

We praise and reward positive behaviour and effort in a variety of age-appropriate ways, including:

- verbal praise and congratulations;
- positive messages to parents through the Juniper Parents App or informal conversations;
- badges and house group tokens;
- Star of the Week and Virtue certificates in Celebration Assembly;
- opportunities to share achievements outside school;
- Headteacher Awards for excellent work or conduct;
- whole-class, house or other collective recognition where appropriate.

6. Responding to misbehaviour and sanctions

Behaviour Pathway

At St Dunstan's Catholic School, we believe that every day is a fresh start. Our Behaviour for Learning approach is inspired by our school virtues of being Compassionate, Truthful and Active. When a pupil's behaviour falls below expectations, staff follow the school's Behaviour Pathway in a calm, consistent and restorative manner.

The purpose of the pathway is to help pupils reflect on their choices, repair relationships and return successfully to learning.

Step 1: Reminder

A gentle reminder of the expected behaviour or school routine.

Staff will:

Restate the expectation calmly and positively.

Give the pupil the opportunity to correct their behaviour.

Use non-verbal signals, proximity and redirection where appropriate.

Step 2: Caution

A clear warning and opportunity to improve.

Staff will:

Explain which expectation has not been met.

Remind the pupil of the expected behaviour.

Make clear that a further poor choice will lead to the next stage of the pathway.

Step 3: Last Chance

A final opportunity to make the right choice.

Staff will:

Have a brief restorative conversation.

Clarify the behaviour that needs to change.

Explain the consequence that will follow if behaviour does not improve.

Provide a final opportunity for the pupil to regulate and re-engage with learning.

Step 4: Time Out

Time to reflect and regulate.

Where appropriate, a pupil may be directed to:

A designated area within the classroom.

Another supervised classroom.

A suitable reflection space.

The purpose is to allow the pupil to regain self-control, reflect on their choices and return successfully to learning. Time Out is not intended to be punitive and should be proportionate to the circumstances.

Step 5: Reparation and Payback

Repair relationships and put things right.

This stage focuses on restoring relationships and repairing any harm caused. Depending on the nature of the incident, this may include:

A restorative conversation.

An apology.

Replacing, repairing or tidying damaged resources where appropriate.

Completing missed work.

Loss of free time to rectify the consequence of the behaviour.

Support from parents, carers or school leaders.

The aim is always for pupils to learn from the incident, take responsibility for their actions and successfully rejoin the school community.

Restorative Approach

Throughout all stages of the Behaviour Pathway, staff seek to help pupils:

Reflect • Repair • Restore • Learn

In line with our Catholic ethos, every behaviour incident is viewed as an opportunity for learning, personal growth and reconciliation. Staff will work with pupils to rebuild relationships, restore learning and encourage positive future choices.

This approach reflects our school mission:

"As We Grow with God, We Learn from Each Other."

7. Removal from classrooms

Removal from a classroom for disciplinary reasons is a serious response and is distinct from a brief conversation or short regulation break. It will be used only when necessary, including where behaviour is so serious that immediate removal is required, or after appropriate classroom strategies have been attempted. A removed pupil will be appropriately supervised and provided with meaningful education. Parents will be informed on the same day. The school will consider reintegration and any support needed to prevent recurrence.

8. SEND, disability and vulnerable pupils

The school recognises that behaviour can be affected by SEND, disability, communication needs, trauma, medical needs or other vulnerabilities. We will not assume that all pupils can meet expectations in exactly the same way. Staff will consider whether behaviour may indicate an unmet need and will make reasonable adjustments where required.

- The class teacher and SENDCo may develop a personalised behaviour or support plan with parents and the pupil.
- Where appropriate and with parental involvement, external advice may be sought.
- For pupils with an Education, Health and Care Plan, the school will consider whether the plan remains appropriate and whether additional support or review is required.
- A pupil's additional needs will be considered when deciding an appropriate and proportionate response, while maintaining the safety and learning of others.

9. Safeguarding and behaviour

A change in behaviour can be a sign that a child needs help or protection. Staff will consider whether behaviour is linked to a safeguarding concern and, where appropriate, follow the school safeguarding and child protection procedures and refer the matter to the Designated Safeguarding Lead (DSL). Safeguarding concerns take priority over disciplinary processes where necessary.

9.1 Child-on-child abuse, sexual harassment and sexual violence

The school has a zero-tolerance approach to child-on-child abuse, including sexual harassment and sexual violence. Such behaviour will never be dismissed as banter, part of growing up or an inevitable part of school life. Reports will be taken seriously, responded to in a child-centred way and managed in accordance with Keeping Children Safe in Education 2026 and the school safeguarding and child protection policy. Support will be considered for all children affected, including the child who has displayed harmful behaviour.

9.2 Bullying, racism and discrimination

Bullying, including cyber-bullying and prejudice-based or discriminatory bullying, is not tolerated. Racist, sexist, disablist, homophobic or other discriminatory behaviour will be challenged, recorded and responded to appropriately. Parents will be informed where appropriate and safeguarding procedures followed when necessary. The school's Anti-Bullying Policy provides further detail.

10. Behaviour outside school and online

The school may respond to behaviour outside the school premises, including online behaviour, where it is reasonable to do so and where the behaviour affects pupils, staff, the orderly running or reputation of the school, or poses a threat to another person. This may include behaviour while travelling to or from school, wearing school uniform, taking part in a school activity or where a pupil is otherwise identifiable as a member of the school community.

Online incidents will be considered alongside safeguarding and online safety procedures. Where behaviour may involve a criminal offence, the Headteacher or DSL will consider whether it is appropriate to contact the

police and/or other agencies. The school will preserve evidence and avoid undertaking actions that could compromise a police investigation.

11. Searching, screening and confiscation

Searching, screening and confiscation will be carried out only in accordance with current Department for Education guidance and the law. The Headteacher and authorised staff may search pupils in the circumstances permitted by that guidance. Staff may confiscate, retain or dispose of items as permitted by law and school policy. Safeguarding will be central to any search. Appropriate records will be made and the DSL and parents informed in accordance with the guidance.

Any search involving a pupil's clothing, possessions or a prohibited item will be conducted with regard to the pupil's dignity, age, needs and safety. Any exceptionally intrusive search requiring removal of more than outer clothing is subject to strict legal safeguards and would not be undertaken by school staff outside the circumstances permitted by law.

12. Restrictive interventions and reasonable force

The school seeks to minimise the need for restrictive interventions through positive relationships, early support, prevention and de-escalation. Staff may use reasonable force only where it is lawful, necessary and proportionate, for example to prevent a pupil committing an offence, injuring themselves or others, damaging property or seriously disrupting good order, as permitted by law and current guidance.

The school will consider the particular vulnerabilities and SEND of pupils. Significant incidents involving the use of force will be recorded and reported in accordance with the statutory guidance in force from April 2026. Parents will be informed as required, and pupils and staff will be offered appropriate support following an incident. Staff training will reflect their roles and identified pupil needs.

13. Suspension and permanent exclusion

Only the Headteacher, or the acting Headteacher in the Headteacher's absence, can suspend or permanently exclude a pupil. Decisions will be lawful, reasonable, fair and proportionate and will follow the Department for Education statutory guidance effective from 26 July 2026.

Suspension may be used where warranted by serious or persistent breaches of the behaviour policy. Permanent exclusion is a last resort and will normally be used only in response to a serious breach or persistent breaches of the behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school will meet its statutory duties to notify parents, the governing body and local authority and will make the required arrangements for education during exclusion. The governing body will consider reinstatement where required by the statutory guidance. The school will support a pupil's reintegration after suspension and consider what additional support or adjustments may prevent recurrence. The school will not use unlawful or informal exclusion.

14. Roles and responsibilities

14.1 Headteacher

- establish and maintain a whole-school culture with high expectations of behaviour;
- ensure this policy is implemented consistently and staff receive appropriate training;
- ensure serious incidents are recorded and safeguarding concerns are referred appropriately;
- make decisions on suspension or permanent exclusion in accordance with statutory guidance;
- to report to governors on behaviour, suspensions, exclusions and relevant trends.

14.2 Staff

- teach and model behaviour expectations and routines;
- respond to behaviour consistently, calmly and fairly;
- record significant or repeated incidents on MYCONCERN in line with school procedures;
- consider safeguarding and SEND when responding to behaviour;
- seek advice from phase leaders, the Deputy Headteacher, SENDCo, DSL or Headteacher where needed;
- to communicate appropriately with parents and carers.

14.3 Pupils

- learn and follow the school's behaviour expectations and routines;
- treat others with dignity and respect;
- take responsibility for their choices and engage in restorative work where appropriate;
- to report bullying, harassment, unsafe behaviour or safeguarding concerns to a trusted adult.

14.4 Parents and carers

- support the school's behaviour expectations and work in partnership with staff;
- share relevant information that may affect their child's behaviour or wellbeing;
- to raise concerns initially with the class teacher and follow the school complaints procedure where necessary.

14.5 Governing body

- fulfil its statutory duties in relation to behaviour and discipline;
- support and challenge the Headteacher regarding implementation of this policy;
- monitor behaviour, suspension and exclusion information, including patterns and any disproportionate impact on groups of pupils;
- carry out its statutory functions regarding exclusions and reinstatement;
- to review the policy and written statement of behaviour principles as appropriate.

15. Recording, monitoring and evaluation

The school records significant and repeated behaviour incidents on MYCONCERN. Racist, discriminatory, bullying, safeguarding and other serious incidents are identified and recorded appropriately. Lunchtime and breaktime incidents are passed to the appropriate member of staff for recording and follow-up.

Senior leaders and governors will monitor behaviour information to identify patterns, repeated incidents, locations or times of concern and any disproportionate impact on groups of pupils, including pupils with SEND and pupils with protected characteristics. Information will be used to review practice, provide support and improve the school's behaviour culture.

16. Staff induction and training

Staff will be made familiar with this policy, the school behaviour curriculum, safeguarding procedures and relevant recording systems as part of induction and ongoing training. Additional training will be provided where staff roles or individual pupil needs require it, including appropriate training relating to de-escalation and restrictive interventions.

17. Monitoring and review

The Headteacher will monitor the effectiveness and consistent implementation of this policy and report to the governing body as appropriate. The governing body will review the policy at least every two years, or earlier if legislation, statutory guidance, safeguarding requirements or school practice changes.

Agreed: September 2026

Review: September 2028

Appendix 1: Key national guidance

The following sources were checked when this policy was updated in September 2026. Schools should always use the latest version available on GOV.UK.

Behaviour in Schools: <https://www.gov.uk/government/publications/behaviour-in-schools--2>

Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

School suspensions and permanent exclusions: <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

Searching, screening and confiscation: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>